
OSC Behaviour Policy

All students at OSC have the right to:

- Feel safe and enjoy a sense of belonging without fear of discrimination or unfair treatment
- Prosper and learn without negative interference from others
- Be heard and participate in decisions of matters that affect them

Therefore:

- All members of the OSC community are expected to demonstrate inclusive, positive and respectful behaviours towards themselves and others as well as the environment and property.
- All students at OSC are expected to come to class ready to learn and work with their teachers and peers, contributing to a positive and caring learning environment.
- All staff members at OSC are expected to take appropriate action should any incident of violation against students' rights be brought to their attention.

OSC aims to develop students who are positive contributors to the learning environment and who take responsibility for their actions. In the case of a student behaving in a manner that does not comply with expectations, consequences in the form of appropriate actions will take place. Action taken by OSC should always be based on restorative principles rather than punitive. The restorative principle is implemented from the perspective of the victim as well as the perpetrator. Restorative activities may include a student being required to engage in reflection to help the student learn from the incident and avoid repeating similar actions. If a child's behaviour causes damage to school property or those of others, it should be expected that they compensate for this. In all but the most serious of actions, it is hoped that the consequences allow for students to learn from their mistakes and work with counselors and teachers to restore themselves as part of our supportive community.

Actions and consequences taken by OSC may fall within one of the 4 categories below. While it is expected that most actions start at Step 1, repeated and/or severe behaviour may result in actions described in Steps 2, 3 and 4. In these cases the victim and/or the perpetrator have the right to be heard and give their perspective of the incident. Incidents described in Steps 2, 3 and 4 are documented by the school and may be referred to the counselor for further support when considered appropriate.

Step 1

Behaviour that falls within Step 1 may include: Distracting behaviour, teasing, incomplete homework, arriving to class unprepared, disrespecting property, not meeting dress code expectations, inappropriate displays of affection.

Course of action within Step 1:

- Supervising teacher/staff member deals with the situation through redirection and conversations which may take place during or outside of class time.

Step 2

Behaviour that falls within Step 2 may include: Repeated or more significant Step 1 actions.

Course of action within Step 2:

- Supervising teacher/staff member may choose to refer the incident to administration.
- Parents are informed about the incident.
- If considered beneficial, the student may be placed on a behavioural plan.

Step 3

Behaviour that falls within Step 3 may include: Aggressive behaviour, actions which negatively affect the learning of others, repeated or more significant Step 2 actions.

Course of action within Step 3:

- Incident is referred to the administration.
- Parents are informed and invited to discuss the incident at school.
- If considered beneficial, the student may be placed on a behavioural plan.
- If the student is having a negative effect on the learning environment and/or distracting others from learning, the student may be temporarily withdrawn from classes and provided with an alternative learning environment at school.

Step 4

Behaviour that falls within step 4 may include: Serious acts of bullying, harassment or aggressive behaviour, theft or vandalism, use or possession of tobacco/alcohol/other drugs on the school premises or at a school sponsored event or trip, persistent truancy, any act which may bring the school into disrepute, gross cultural insensitivity, serious breaches of school policies, repeated or more significant Step 3 actions.

Course of action within Step 4:

- Incident is referred to the administration.
- Student is requested to provide his/her perspective of the incident in conversation as well as in writing. The written statement needs to include details of events, be signed and dated.
- Parents are informed, provided with a copy of their child's statement and invited to school to discuss the incident.
- If considered beneficial, the student may be placed on a behavioural plan.
- If the student is having a negative effect on the learning environment and/or distracting others from learning, the student may be temporarily withdrawn from classes and provided with an alternative learning environment at school.

Most serious Step 4 behaviours of concern may result in suspension or expulsion. In those cases the following course of action will be added to those described in Step 4:

- Parents may be asked to take their child home until further investigations and a final decision are made regarding the consequences of the behaviour.
- Parents invited to school to speak with the Head of School and Section Principal or Assistant Principal. This meeting is an opportunity for parents to offer their perspective on the incident. The student may request for a particular teacher advocate to be present.
- The school team meets to reach a final decision on the consequence which will be communicated to the relevant parties as soon as possible.
- Parents have the right to appeal an expulsion decision to the School Board through the Head of School.
- If, as a result, a student is to be asked to leave the school, parents may be offered the option of withdrawing their child immediately rather than having an "expulsion" on their record.

Definitions

The defining feature of **bullying and harassment** is that the behaviour is offensive to and clearly unwanted by the recipient. It involves recurring actions, comments or physical behaviours that are unwelcome, regarded as objectionable and cause offence. Bullying is further described as the perception of an imbalance of social, physical or other power.

Bullying and harassment may take, but are not limited to, one or many of the following forms: social, material, psychological, physical, sexual, online, verbal and written. This may be about a person's race, religion, colour, ethnic origin, nationality, social background, age, gender, sexual orientation, disability or any other factor.

Vandalism is defined as an action involving deliberate destruction of or damage to property.

Truancy is the action of staying away from school without good reason.